

Grade 5 ELA Item Specifications

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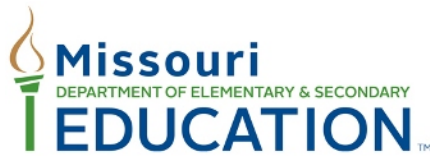


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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

| Possible Item Format in ELA | Definition |
|---|---|
| Technology Enhanced - Drag and Drop | Click and drag an object to the appropriate location in the response area. |
| Technology Enhanced - Drop-down Menu | Select an answer from a drop-down menu. |
| Evidence-Based Selected-Response (EBSR), multi-part items | This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond. |
| Technology Enhanced - Hot Spot/Text Highlight | Highlight an option by selecting it. Select one or more options. |
| Multiple Choice | Select the radio button corresponding to one of four options. Select only one option. |
| Multiple Select | Mark a radio button corresponding to an option. Mark more than one option. Item will provide number to select. |
| Writing Prompt | Respond via keyboard entry using text-formatting buttons. |

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 5 English Language Arts

| Reading | | 5.R.1.A.a |
|---|--|---|
| 1 | Develop and apply skills to the reading process. | |
| A | Comprehension | |
| MLS | Develop and demonstrate reading skills in response to text by: | |
| a | drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>The student will infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | <u>DOK Ceiling</u> |
| | | 3 |
| | | <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Textual evidence should come from the stimulus. Prior knowledge should not be required.</p> | | <p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| | | <p style="text-align: center;"><u>Sample Stems</u></p> <p>Which statement from the passage best explains why _____?</p> <p>What conclusion can be drawn from the text about _____?</p> <p>What is the author trying to tell the reader in the phrase _____?</p> |

Grade 5 English Language Arts

Grade 5 English Language Arts

| Reading | | 5.R.1.A.b |
|---|--|--|
| 1 A MLS b | <p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by:</p> <p>drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions based on inferences and what the text says explicitly.</p> <p>The student will provide textual evidence to draw conclusions based on what the text says explicitly.</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Inferences must be based on the text and not require prior knowledge of content.</p> | | <p><u>Sample Stems</u></p> <p><u>Part A</u> Which statement best summarizes _____?</p> <p><u>Part B</u> Which detail from the passage best supports the answer to Part A?</p> <p>Highlight the word/phrase from the passage that helps the reader infer how _____ is feeling about _____.</p> |

Grade 5 English Language Arts

| Reading | | 5.R.1.A.c |
|---|---|---|
| 1 A MLS c | Develop and apply skills to the reading process. Comprehension Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down | |
| | <u>Expectation Unwrapped</u> The student will monitor comprehension of text. The student will make corrections when understanding of text breaks down. The student will make adjustments when understanding of text breaks down. | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.a |
|--|---|---|
| 1 | Develop and apply skills to the reading process. | |
| B | Vocabulary | |
| MLS | Develop an understanding of vocabulary by: | |
| a | determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will determine the meaning of academic root words through context. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will determine the meaning of prefixes through context. | | |
| The student will determine the meaning of suffixes through context. | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> What is the meaning of ____ as it is used in the sentence? What is the meaning of the prefix <i>co</i> as used in the word <i>coexist</i> ? |
| Prefixes and suffixes: e.g., unused, useful | | |
| Words need to be derived from Latin, Greek, or other linguistic root words. | | |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.b |
|---|--|--|
| 1 B MLS b | Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: using context to determine meaning of unfamiliar or multiple-meaning words | |
| <u>Expectation Unwrapped</u> The student will use context to determine the meaning of unfamiliar words. The student will use context to determine the meaning of multiple-meaning words. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Context: e.g., in-sentence restatement | | <u>Sample Stems</u> Read the sentence from the text. <hr/> What does the word _____ mean as it is used in the sentence? What is the meaning of the underlined word? |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.c |
|--|--|--|
| 1 B MLS c | Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: constructing analogies | |
| | <u>Expectation Unwrapped</u> The student will construct analogies to develop an understanding of vocabulary in text. | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Clarity on types of analogies included at each grade level The test needs to offer options for the construction of analogies (e.g., drag-and-drop or drop-down option). | | <u>Sample Stems</u> Choose the best word to complete the analogy. pen is to write as knife is to _____ a) cut b) marker c) pencil d) shave |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.d |
|--|--|---|
| 1 B MLS d | Develop and apply skills to the reading process. | |
| | Vocabulary | |
| | Develop an understanding of vocabulary by: | |
| | explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain the meaning of common idioms in text. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will explain the meaning of common adages in text. | | |
| The student will explain the meaning of common similes in text. | | |
| The student will explain the meaning of common metaphors in text. | | |
| The student will explain the meaning of common hyperboles in text. | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Be careful that the terms used are not reliant upon background knowledge for specific groups of students. Ample context must be provided. For large-scale assessments, include only items that fall within the figurative-language categories mentioned above. | | Choose the best simile for the underlined text. Choose the meaning of the underlined metaphor. <i>Why did the author use the (idiom, simile, etc.) _____ (list word) in the passage?</i> |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.e |
|--|---|--|
| 1 B MLS e | Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: identifying and using words and phrases that signal contrast, addition, and relationships | |
| <u>Expectation Unwrapped</u> The student will identify words and phrases that signal contrast, addition, and relationships in text. The student will use words and phrases that signal contrast, addition, and relationships in text. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Signal words: e.g., however, although, nevertheless, similarly, moreover, in addition <i>Use a passage where students choose the correct answer in context of the paragraph.</i> | | <u>Sample Stems</u> Choose the transition word or phrase that best completes the sentence. Students are excited their school year will have fewer days next year; _____, the school day will increase by 15 minutes each day. <ol style="list-style-type: none"> therefore however in addition in like manner |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.f |
|--|---|--|
| 1 | Develop and apply skills to the reading process. | |
| B | Vocabulary | |
| MLS | Develop an understanding of vocabulary by: | |
| f | using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will use a dictionary to determine pronunciations, parts of speech, and meanings while reading text. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will use a glossary to determine pronunciations, parts of speech, and meanings while reading text. | | |
| The student will use a thesaurus to determine alternate word choices while reading text. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | <u>Sample Stems</u> Which dictionary entry matches the author’s use of _____ in this sentence? |

Grade 5 English Language Arts

| Reading | | 5.R.1.B.g | |
|---|---|---|--|
| 1 B MLS g | Develop and apply skills to the reading process. | | |
| | Vocabulary | | |
| | Develop an understanding of vocabulary by: | | |
| | using conversational, general academic, and domain-specific words and phrases | | |
| <u>Expectation Unwrapped</u> The student will use conversational, general academic and domain-specific words and phrases while reading text. | | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Reading | | 5.R.1.C.a |
|---|---|--|
| 1 C MLS a | <p>Develop and apply skills to the reading process.</p> <p>Making Connections</p> <p>Compare, contrast, and analyze relevant connections between:</p> <p>text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will compare relevant text-to-text connections among various works of fiction and nonfiction.</p> <p>The student will contrast relevant text-to-text connections among various works of fiction and nonfiction.</p> <p>The student will analyze relevant text-to-text connections among various works of fiction and nonfiction.</p> <p><i>The student will explain relevant connections within and across various genres of fiction and nonfiction - (see text types)</i></p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <p><u>Content Limits/Assessment Boundaries:</u></p> <p>Connections <i>should be made within and across</i> fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction.</p> <p><i>This standard should be assessed at all levels of DOK 1-3.</i></p> | | <p><u>Sample Stems</u></p> <p>After reading _____ and _____, which connection can be made about _____?</p> <p>After reading _____ and _____, what is the connection between the main character and _____?</p> <p><i>Compare _____ and _____. Find two to three details that are (alike or different).</i></p> |

Grade 5 English Language Arts

| Reading | | 5.R.1.C.b |
|---|---|---|
| 1 | Develop and apply skills to the reading process. | |
| C | Making Connections | |
| MLS | Compare, contrast, and analyze relevant connections between: | |
| b | text-to-world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame) | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will compare relevant text-to-world connections in literature reflecting a cultural and historical time frame. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will contrast relevant text-to-world connections in literature reflecting a cultural and historical time frame. | | |
| The student will analyze relevant text-to-world connections in literature reflecting a cultural and historical time frame. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| Connections can be made with fiction and/or nonfiction texts. <i>Students should be able to compare/contrast up to two texts looking for cultural or historical elements</i> | | <u>Sample Stems</u> Read the passage on _____. Which connection can be made about _____ in the passage and today’s world? (Example passage topics: pioneer schools, music from previous decades, modes of transportation, etc.) |

Grade 5 English Language Arts

| Reading | | 5.R.1.D.a |
|--|--|--|
| 1 D MLS a | Develop and apply skills to the reading process. Independent Text Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate | |
| <u>Expectation Unwrapped</u> The student will independently read developmentally appropriate text for multiple purposes over a sustained period of time. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Performance Event <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> The assessment should focus on the purpose(s) for reading. Locally assessed | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Reading | | 5.R.1.D.b |
|--|---|---|
| 1 D MLS b | <p>Develop and apply skills to the reading process.</p> <p>Independent Text</p> <p>Read independently for multiple purposes over sustained periods of time</p> <p>by: producing evidence of reading</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will produce evidence of reading independently for multiple purposes over sustained periods.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Performance Event</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> <p>Evidence of reading: e.g., create a journal or reading log, participate in book talks</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.a |
|--|---|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| a | compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will compare and contrast the roles and functions of characters in various plots by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will compare and contrast the roles and functions of characters in their relationships by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | |
| The student will compare and contrast the roles and functions of characters in their conflicts by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| | | <u>Sample Stems</u> Read ____ and _____. Compare and contrast the relationship each of the main characters has with _____. Read the following statements about ____ and _____. Write each statement under the character it supports. |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.b |
|--|---|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| b | explain the theme or moral lesson, conflict, and resolution in a story or novel | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will explain the theme or moral lesson in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will explain the conflict in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing. | | |
| The student will explain the resolution in a story of novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Instructional Implication: Refer to grade 3 (3.R.2.A.a) and grade 4 (4.R.2.A.a) standards for implications about theme. | | Explain the conflict in _____. |
| | | Explain the solution in _____. |
| <i>See definition of theme in K-12 Glossary of Terms - https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf</i> | | Explain the moral lesson in _____. |
| | | Which of the following is the moral lesson of the story _____? |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.c |
|---|---|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| C | describe how a narrator’s or speaker’s point of view influences events | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will describe a narrator or speaker’s point of view (perspective) by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will describe how a narrator or speaker’s point of view (perspective) influences events by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Keep question items consistent with language related to <i>perspective</i> for grade 5. | | After reading the play, describe the narrator’s point of view (perspective). |
| <i>See definition of point of view in K-12 Glossary of Terms - https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf</i> | | Read the Rev. Martin Luther King Jr.’s speech. Describe how King’s point of view (perspective) influenced _____. |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.d |
|---|---|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| d | recognize foreshadowing | |
| <u>Expectation Unwrapped</u> The student will recognize foreshadowing by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Which of the following sentences from _____ is the BEST example of foreshadowing to _____? |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.e |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| e | explain the effect of a historical event or movement in literature | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will explain the effect of a historical event in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will explain the effect of a historical movement in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Explain how different periods of time are reflected in literature. (Example: How did Laura Ingalls Wilder’s childhood influence her books?) <i>How did _____ reflect the time period/historical event?</i> |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.f |
|---|--|---|
| 2 A MLS f | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to:</p> <p>introduce origin myths and culturally significant characters/events in mythology</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will be introduced to origin myths and culturally significant characters/events in mythology while reading fiction, poetry, and drama from a variety of cultures and times.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: mythology</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Reading | | 5.R.2.A.g |
|--|---|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| g | introduce different forms of third-person points of view in stories | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| The student will be introduced to different forms of third-person points of view in stories while reading text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed. | | |

Grade 5 English Language Arts

| Reading | | 5.R.2.B.a |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| B | Poetry | |
| MLS | Read, infer, and draw conclusions to: | |
| a | explain how poets use sound and visual elements in poetry | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain how poets use sound elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced |
| The student will explain how poets use visual elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times. | | <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: poetry |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Elements of poetry: e.g., rhyme scheme, couplets, unusual patterns of punctuation and capitalization, alliteration, onomatopoeia | | After reading the poem _____, explain how the poet used sound elements to help the reader understand the meaning of the poem. |
| | | Identify the visual elements used in _____. Explain how the visual elements influence the reader. |

Grade 5 English Language Arts

| Reading | | 5.R.2.B.b |
|--|---|---|
| 2 B MLS b | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Poetry</p> <p>Read, infer, and draw conclusions to:</p> <p>identify forms of poems</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will identify forms of poetry from a variety of cultures and times.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: poetry</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Forms of poems: e.g., dramatic poems with dialogue and action, narrative poem, non-fiction poem, Other types of poetry appropriate for grade 5 may include cinquain and limerick.</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Reading | | 5.R.2.C.a | | | | | | | | | | | | |
|---|--|--|--|------|------|------------|--|--|---------|--|--|------------------|--|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | | | | | | | | | | | | | |
| C | Drama | | | | | | | | | | | | | |
| MLS | Read, infer, and draw conclusions to: | | | | | | | | | | | | | |
| a | analyze the similarities between an original text and its dramatic adaptation | | | | | | | | | | | | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 | | | | | | | | | | | | |
| The student will analyze the similarities between an original text from a variety of cultures and times and its dramatic adaptation by inferring and drawing conclusions. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> | | | | | | | | | | | | |
| | | <u>Text Types</u> Literary: drama, realistic fiction, historical fiction, folktale, legend, science fiction | | | | | | | | | | | | |
| | | <u>Sample Stems</u> After reading and watching the film adaptation of _____, complete the chart below and write an analysis on the similarities between the original text and the film. | | | | | | | | | | | | |
| <u>Content Limits/Assessment Boundaries</u> | | <table border="1"> <tr> <td></td><td>Text</td><td>Film</td></tr> <tr> <td>Characters</td><td></td><td></td></tr> <tr> <td>Setting</td><td></td><td></td></tr> <tr> <td>Problem/Solution</td><td></td><td></td></tr> </table> | | Text | Film | Characters | | | Setting | | | Problem/Solution | | |
| | Text | Film | | | | | | | | | | | | |
| Characters | | | | | | | | | | | | | | |
| Setting | | | | | | | | | | | | | | |
| Problem/Solution | | | | | | | | | | | | | | |

Grade 5 English Language Arts

| Reading | | 5.R.2.C.b |
|--|---|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| C | Drama | |
| MLS | Read, infer, and draw conclusions to: | |
| b | explain structural elements of dramatic literature | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain structural elements of dramatic literature while reading text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: drama |
| | | <u>Sample Stems</u> Explain why dramas are divided into acts. Read the excerpt from George Bernard Shaw's play <i>Pygmalion</i> . The Note Taker: [<i>explosively</i>] Woman: cease this detestable boohooooing instantly; or else seek the shelter of some other place of worship. The Flower Girl: [<i>with feeble defiance</i>] I've a right to be here if I like, same as you. Explain why the author included stage directions. |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Structural elements examples (4.R.2.C.b): act, scene, cast of characters, stage direction | | |

Grade 5 English Language Arts

| Reading | | 5.R.2.C.c |
|---|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| C | Drama | |
| MLS | Read, infer, and draw conclusions to: | |
| C | evaluate the critical impact of sensory details, imagery, and figurative language | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will evaluate the critical impact of sensory details by inferring and drawing conclusions while reading drama from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will evaluate the critical impact of imagery by inferring and drawing conclusions while reading drama from a variety of cultures and times. | | |
| The student will evaluate the critical impact of figurative language by inferring and drawing conclusions while reading drama from a variety of cultures and times. | | <u>Text Types</u> Literary: drama |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Read the play _____. Explain how the use of sensory details impacts character development. |

Grade 5 English Language Arts

| Reading | | 5.R.3.A.a |
|---|--|--|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| a | use multiple text features and graphics to locate information and gain an overview of the contents of text information | |
| <u>Expectation Unwrapped</u> The student will use multiple text features to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. The student will use multiple text features to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. The student will use multiple graphics to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. The student will use multiple graphics to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | <u>Sample Stems</u> After reading the headings of the article and previewing the images, the reader can infer the article is about _____. A student is researching the migration pattern of the monarch butterfly. Based on the headings in this article, which paragraph will provide more information for his/her research project? |
| <u>Content Limits/Assessment Boundaries</u> | | |

Grade 5 English Language Arts

| Reading | | 5.R.3.A.b |
|--|--|--|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| b | interpret details from procedural text to complete a task, solve a problem, or perform an action | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will interpret details from procedural text to complete a task by inferring and drawing conclusions. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will interpret details from procedural text to solve a problem by inferring and drawing conclusions. | | |
| The student will interpret details from procedural text to perform an action by inferring and drawing conclusions. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Drag and drop the steps to making a _____ as they occur in the passage. Read the recipe on how to bake _____. According to the recipe, if you do not have _____, you solve the problem by substituting _____. |

Grade 5 English Language Arts

| Reading | | 5.R.3.A.c |
|--|--|---|
| 3 A MLS C | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> interpret factual or quantitative information | |
| <u>Expectation Unwrapped</u> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| <p>The student will interpret factual information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</p> <p>The student will interpret quantitative information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</p> | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <p><u>Sample Stems</u></p> <p>Based on the information in the graph about _____, choose the factual statement.</p> |
| <p>Information: e.g., maps, charts, illustrations, graphs, timelines, tables, diagrams</p> | | |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.a |
|--|--|--|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| a | evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will evaluate if the author’s purpose was achieved by identifying reasons for the decision by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will evaluate if the author’s purpose was achieved and provide evidence to support the claim by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The author’s purpose (e.g., persuade, entertain, inform) needs to be clear in order for students to be able to complete the other two tasks. | | The author’s purpose for writing the article was to persuade the reader to _____. Highlight two examples of evidence that prove the author met the purpose of persuasion. |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.b |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| b | analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced |
| The student will note important similarities and differences in the point of view (perspective) represented in multiple accounts of an event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> After reading the two articles on _____, write a paragraph about the similarities and differences between the points of views (perspectives) represented in the articles. |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.c |
|--|--|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| C | verify facts through established methods | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will verify facts in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Note: May need clarification on “established methods” for instructional implications | | According to the text, which of the following is a factual statement? |
| | | Part A Which of the following statements is a fact? |
| | | Part B Highlight the textual evidence that supports the statement is a fact. |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.d |
|---|--|---|
| 3 B MLS d | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| | Literary Techniques | |
| | Read, infer, and draw conclusions to: | |
| | Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will identify the author’s viewpoint or position in a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will identify supporting premises and evidence for a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| The student will identify the conclusion of a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> After reading the passage, what is the author’s viewpoint on _____? Identify the evidence used by the author to support his/her argument. |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.e |
|---|--|---|
| 3 B MLS e | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| | Literary Techniques | |
| | Read, infer, and draw conclusions to: | |
| | recognize exaggerated, contradictory, or misleading statements | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will recognize exaggerated statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will recognize contradictory statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| The student will recognize misleading statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Read the passage about _____. Highlight two exaggerated statements/contradictory statements/misleading statements. |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.f |
|--|--|---|
| 3 B MLS f | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| | Literary Techniques | |
| | Read, infer, and draw conclusions to: | |
| | explain the type of evidence used to support a claim in a persuasive text | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain the type of evidence used to support a claim in persuasive text by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | <u>Sample Stems</u> Part A Read the passage on _____. Highlight the evidence used to support the author’s claim. Part B Explain the type of evidence the author uses to support his/her claim. Choose the type of evidence the author uses in _____. |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Types of evidence: e.g., scientific research evidence, anecdotal evidence based on personal knowledge, discipline-based opinion of experts | | |

Grade 5 English Language Arts

| Reading | | 5.R.3.B.g |
|---|--|--|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| g | use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will determine the logic of an author's conclusion by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced |
| The student will use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> The author's conclusion about _____ is _____. Explain the logic behind the author's conclusion and provide evidence for the logic. |

Grade 5 English Language Arts

| Reading | | 5.R.3.C.a |
|--|--|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| a | identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will identify devices used in biographies, including how an author presents major events in a person’s life, by inferring and drawing conclusions in text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will identify devices used in autobiographies, including how an author presents major events in his/her life, by inferring and drawing conclusions in text from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Read the biography on _____. Choose the two devices used to present major events in _____ life. Chronological order Figurative language Foreshadowing Personification Photos |
| Devices: e.g., dates, chronological order, maps, photos, captions | | |
| Grade 5 examines biographies and autobiographies in the text structures concept, not the literary concept (as in grade 3 and grade 4). | | |

Grade 5 English Language Arts

| Reading | | 5.R.3.C.b |
|--|--|--|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| b | explain the difference between a stated and implied purpose for an expository text | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain the difference between a stated and implied purpose for an expository text by inferring and drawing conclusions in text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: informative/explanatory |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Read the two articles. In article 1 the author's purpose is clearly stated. The author's purpose in article 2 is implied. Explain the difference in an implied purpose and a clearly stated purpose. |

Grade 5 English Language Arts

| Reading | | 5.R.3.C.c |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| C | analyze how the pattern of organization of a text influences the relationships | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will, by inferring and drawing conclusions, analyze how the pattern of organization of a text influences the relationships in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Instructional Implication: The pattern of organization is the text structure. Pattern of organization: e.g., cause and effect, problem and solution, question and answer | | Part A Which text structure best describes _____? |
| | | Part B Which statement best supports the answer to Part A? |

Grade 5 English Language Arts

| Reading | | 5.R.3.C.d |
|--|--|---|
| 3 C MLS d | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| | Text Structures | |
| | Read, infer, and draw conclusions to: | |
| | analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will note similarities and differences in the point of view (perspective) represented in multiple accounts of an event/topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Compare and contrast the point of view (perspective) of each passage on _____. Ideas for passage topics: high school football concussions, school dress code, recycling, cell phones in schools, social media |

Grade 5 English Language Arts

| Reading | | 5.R.3.C.e |
|--|---|---|
| 3 C MLS e | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Text Structures Read, infer, and draw conclusions to: integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably | |
| <u>Expectation Unwrapped</u> The student will integrate information from several texts on the same topic to write about the subject knowledgeably by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. The student will integrate information from several texts on the same topic to speak about the subject knowledgeably by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. | | <u>DOK Ceiling_3</u> |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative |

Grade 5 English Language Arts

| <u>Content Limits/Assessment Boundaries</u> | <u>Sample Stems</u> | | | | | | | | |
|---|---|---|------|-----------------|---|---------------------|---|------------------------------|--|
| The assessment would reflect writing. | The middle school students think the policy banning cellular phones in school needs to be reconsidered. The students have been researching information to present to the building principal as to why the policy should be changed to allow cellular phones in school. Use the information collected to write a persuasive speech. | | | | | | | | |
| | <table><tr><th>Source</th><th>Note</th></tr><tr><td>www.procell.com</td><td>students are engaged in their learning when using electronics</td></tr><tr><td>“Safety in Schools”</td><td>Students can contact parents in case of emergency</td></tr><tr><td>“Curious Minds Want to Know”</td><td>Students can Google answers to questions more quickly if they have their own device connected to the internet.</td></tr></table> | Source | Note | www.procell.com | students are engaged in their learning when using electronics | “Safety in Schools” | Students can contact parents in case of emergency | “Curious Minds Want to Know” | Students can Google answers to questions more quickly if they have their own device connected to the internet. |
| | Source | Note | | | | | | | |
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| | “Safety in Schools” | Students can contact parents in case of emergency | | | | | | | |
| “Curious Minds Want to Know” | Students can Google answers to questions more quickly if they have their own device connected to the internet. | | | | | | | | |
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Grade 5 English Language Arts

| Reading | | 5.R.4.A.a |
|---|--|---|
| 4 A MLS a | Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. | |
| | Digital and Media Literacy | |
| | Read to develop an understanding of media and its components by: | |
| | explaining how messages conveyed in various forms of media are presented differently | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will, by understanding media and its components, explain how messages conveyed in various forms of print and digital media are presented differently through words, images, graphics, and sounds. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Forms of media: e.g., documentaries, online information, televised news Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers. | | The Chamber of Commerce is preparing for the upcoming Fall Festival. It plans to create a TV commercial and run an ad in the local newspaper. Explain how the message conveyed will be different in the newspaper and commercial. |

Grade 5 English Language Arts

| Reading | | 5.R.4.A.b |
|--|--|---|
| 4 A MLS b | <p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by:</p> <p>comparing and contrasting the difference in techniques used in media</p> | |
| <u>Expectation Unwrapped</u> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| <p>The student will compare the difference in techniques used in print and digital media.</p> <p>The student will contrast the difference in techniques used in print and digital media.</p> | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <p><u>Sample Stems</u></p> <p>Read the two articles. Compare and contrast the techniques used in the news article and television ad on _____.</p> |
| <p>Students may be asked to compare and/or contrast in conjunction with one another.</p> <p>Media: e.g., commercials, documentaries, news</p> | | |

Grade 5 English Language Arts

| Reading | | 5.R.4.A.c |
|--|--|--|
| 4 A MLS c | Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy Read to develop an understanding of media and its components by: identifying the point of view of media presentations | |
| <u>Expectation Unwrapped</u> The student will, by understanding print and digital media and its components, identify the point of view (perspective) of media presentations. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> After watching the video clip on _____, choose the author's point of view (perspective) on _____. (SR) |

Grade 5 English Language Arts

| Reading | | 5.R.4.A.d |
|---|--|---|
| 4 A MLS d | Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. | |
| | Digital and Media Literacy | |
| | Read to develop an understanding of media and its components by: | |
| | analyzing various digital media venues for levels of formality and informality | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will, by understanding media and its components, analyze various digital media venues for levels of formality in words, images, graphics, and sounds. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will, by understanding media and its components, analyze various digital media venues for levels of informality in words, images, graphics, and sounds. | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Compare and contrast the level of formality in words, images, graphics, and sounds found on the two websites. |

Grade 5 English Language Arts

| Reading | | 5.R.4.A.e |
|--|--|---|
| 4 A MLS e | Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. | |
| | Digital and Media Literacy | |
| | Read to develop an understanding of media and its components by: | |
| | explaining textual and graphics features of a web page and how they help readers to comprehend text | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will explain textual features of a web page. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will explain how textual features of a web page help readers to comprehend text. | | |
| The student will explain graphic features of a web page. | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| The student will explain how graphic features of a web page help readers to comprehend text. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Review the school district webpage. Identify two text features used on the web page, and explain how the text features help the reader understand the information presented. Explain how the illustrations on the webpage help the reader understand the information. |
| Textual features: e.g., subheadings, links, sidebars, page design, audio/video clips | | |
| Graphic features: e.g., illustrations, graphs/charts, maps, photos | | |

Grade 5 English Language Arts

| Reading Foundations | | 5.RF.3.A.a |
|---|---|---|
| 3 A MLS a | Understand how English is written and read. | |
| | Phonics | |
| Develop phonics in the reading process by: | | |
| decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will decode words using knowledge of all letter-sound correspondence to read unfamiliar multi-syllabic words in context. | | <u>Item Format</u> Performance Event |
| The student will decode words using knowledge of syllabication patterns to read unfamiliar multi-syllabic words in context. | | |
| The student will decode words using knowledge of morphology to read unfamiliar multi-syllabic words in context. | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Multi-syllabic words in context: e.g., roots, prefixes, suffixes | | |
| Locally assessed | | |

Grade 5 English Language Arts

| Reading Foundations | | 5.RF.3.A.b | |
|---|---|---------------------|--|
| 3 A MLS b | Understand how English is written and read. | | |
| | Phonics | | |
| | Develop phonics in the reading process by: | | |
| | reading root words, prefixes, suffixes, and important words from all specific content curricula | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> | |
| The student will read root words, prefixes, and/or suffixes from all specific content curricula. | | 1 | |
| The student will read important words from all specific content curricula. | | <u>Item Format</u> | Performance Event |
| | | <u>Text Types</u> | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Locally assessed This standard builds upon 2.RF.3.A.f. It may be appropriate to assess these together. | | | |

Grade 5 English Language Arts

| Reading Foundations | | 5.RF.4.A.a |
|--|--|---|
| 4 A MLS a | <p>Understand how English is written and read.</p> <p>Fluency</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use context to confirm word recognition and understanding, resulting in fluency, reading for purpose, and comprehension in text.</p> <p>The student will use context to self-correct word recognition and understanding, resulting in fluency, reading for purpose, and comprehension in text.</p> <p>The student will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Performance Event</p> |
| | | <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Writing | | 5.W.1.A.a | |
|--|---|---------------------|--|
| 1 A MLS a | Apply a writing process to develop a text for audience and purpose. | | |
| | Prewriting | | |
| | Follow a writing process to plan a first draft by: | | |
| | selecting a genre appropriate for conveying the purpose to an intended audience | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> | |
| The student will plan a first draft to develop a text by selecting an appropriate genre for conveying the purpose to an intended audience. | | 2 | |
| | | <u>Item Format</u> | |
| | | Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Instructional Implication: Classroom instruction should include information on purpose and audience. | | | |
| <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | | |

Grade 5 English Language Arts

| Writing | | 5.W.1.A.b | |
|---|---|---|--|
| 1 A MLS b | Apply a writing process to develop a text for audience and purpose. | | |
| | Prewriting | | |
| | Follow a writing process to plan a first draft | | |
| | by: formulating questions related to the topic | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 | |
| The student will plan a first draft to develop a text appropriate for audience and purpose by formulating questions related to the topic. | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | | |
| | | | |

Grade 5 English Language Arts

| Writing | | 5.W.1.A.c | |
|--|--|--|--|
| 1 A MLS c | Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: accessing prior knowledge or building background knowledge related to the topic | | |
| | <u>Expectation Unwrapped</u> The student will access prior knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose. The student will build background knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose. | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Constructed Response | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.1.A.d | |
|--|---|---------------------|--|
| 1 A MLS d | Apply a writing process to develop a text for audience and purpose. | | |
| | Prewriting | | |
| | Follow a writing process to plan a first draft | | |
| | by: using a prewriting strategy | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> | |
| The student will use a prewriting strategy to plan a first draft to develop a text appropriate for audience and purpose. | | 3 | |
| | | <u>Item Format</u> | |
| | | Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Prewriting strategy: e.g., brainstorming, graphic organizer, logs, journals, discussions | | | |
| <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | | |

Grade 5 English Language Arts

| Writing | | 5.W.1.B.a | |
|---|---|--|--|
| 1 | Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre | | |
| B | | | |
| MLS | | | |
| a | | | |
| <u>Expectation Unwrapped</u> The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose. The student will develop a draft by building on one main idea in order to create a multiple-paragraph text appropriate for audience and purpose. | | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Organizational structures: e.g., storyline, sequence of events, time order, cause and effect, compare and contrast Instructional Implication: Drafting expectations apply to all genres of writing. <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.1.B.b |
|---|---|--|
| 1 B MLS b | <p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will establish a main idea with an overall topic sentence (at, or near, the beginning of the first paragraph) when developing a draft of a text appropriate for audience and purpose.</p> <p>The student will support the main idea when developing a draft of a text appropriate for audience and purpose.</p> | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Based on this standard, students in the classroom need to be actively engaged in writing a main idea or topic sentence and supporting it with details. For assessment purposes, students may need to be able to choose an appropriate main idea or topic from a list of options.</p> <p>Instructional Implication: Drafting expectations apply to all genres of writing.</p> <p><i>This standard is an important part of the writing process and should be assessed at the classroom level.</i></p> | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Writing | | 5.W.1.B.c |
|--|--|--|
| 1 | Apply a writing process to develop a text for audience and purpose. | <u>DOK Ceiling</u> 3 <u>Item Format</u> Performance Event <u>Text Types</u> |
| B | Draft | |
| MLS | Appropriate to genre type, develop a draft from prewriting by: | |
| c | categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure | |
| <u>Expectation Unwrapped</u> The student will develop a clear introductory paragraph by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose. The student will develop clear supporting paragraphs by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose. The student will develop a clear concluding paragraph by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose. The student will include facts, details, and/or events from sources when appropriate for a text appropriate for audience and purpose. The student will apply an organizational structure when developing a draft for a text appropriate for audience and purpose. | | |
| <u>Content Limits/Assessment Boundaries</u> Instructional Implication: Drafting expectations apply to all genres of writing. <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Writing | | 5.W.1.B.d | |
|--|---|---|--|
| 1 B MLS d | Apply a writing process to develop a text for audience and purpose. | | |
| | Draft | | |
| | Appropriate to genre type, develop a draft from prewriting by: | | |
| | restating the overall main idea in the concluding statement | | |
| <u>Expectation Unwrapped</u> The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose. | | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Instructional Implication: Drafting expectations apply to all genres of writing. <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i> | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.1.B.e |
|--|---|---|
| 1 B MLS e | <p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>addressing an appropriate audience, organization, and purpose</p> | |
| | <p><u>Expectation Unwrapped</u></p> <p>The student will address an appropriate audience when developing a draft for a text.</p> <p>The student will address an appropriate organization when developing a draft for a text.</p> <p>The student will address an appropriate purpose when developing a draft for a text.</p> | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Performance Event</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Drafting expectations apply to all genres of writing.</p> <p><i>This standard is an important part of the writing process and should be assessed at the classroom level.</i></p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Writing | | 5.W.1.C.a |
|---|--|--|
| 1 | Apply a writing process to develop a text for audience and purpose. | <p><u>DOK Ceiling</u> 3</p> <p><u>Item Format</u> Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices</i></p> <p><u>Text Types</u></p> |
| C | Revise/Edit | |
| MLS | Reread, revise, and edit drafts with assistance to: | |
| a | develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will develop writing appropriate for audience and purpose by revising the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> main idea <input type="checkbox"/> sequence (ideas) <input type="checkbox"/> focus <input type="checkbox"/> organizational structure <input type="checkbox"/> details/facts (from multiple sources, when appropriate) <input type="checkbox"/> word choice (related to the topic) <input type="checkbox"/> sentence structure <input type="checkbox"/> transitions <input type="checkbox"/> audience and purpose <input type="checkbox"/> voice <p>The student will strengthen writing appropriate for audience and purpose by revising the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> main idea <input type="checkbox"/> sequence (ideas) <input type="checkbox"/> focus <input type="checkbox"/> organizational structure <input type="checkbox"/> details/facts (from multiple sources, when appropriate) <input type="checkbox"/> word choice (related to the topic) <input type="checkbox"/> sentence structure <input type="checkbox"/> transitions <input type="checkbox"/> audience and purpose <input type="checkbox"/> voice | | |

Grade 5 English Language Arts

| <u>Content Limits/Assessment Boundaries</u> | <u>Sample Stems</u> |
|--|--|
| <p>Note about organizational structure: The progression of revision moves from beginning/middle/end in grades 3 and 4 to organizational structure in grade 5.</p> <p><u>Sample Stems</u></p> <p><i>A student has been asked to write a letter to his/her grandparents about the advancements in technology. Choose the two best questions for the student to ask.</i></p> <p><i>Was your family wealthy?</i></p> <p><i>Where did you live as a kid?</i></p> <p><i>How many siblings do you have?</i></p> <p><i>What year were you born?</i></p> <p><i>What kind of technology did you use as a kid?</i></p> <p><i>A student was asked to write an essay about the life of famous inventor Henry Ford. Choose the best organizational structure for the essay.</i></p> <ul style="list-style-type: none"><i>a. cause and effect</i><i>b. compare and contrast</i><i>c. problem solution</i><i>d. time order</i> <p><i>Read the following paragraph.</i></p> <p><i>Some of the categories for working dogs include therapy dogs, police dogs and watch dogs. Therapy dogs provide companionship for sick and elderly people. Police dogs help track down criminals or investigate crime scenes. Watch dogs help protect property. They are great for people living alone.</i></p> <p><i>Choose the best topic sentence to complete the paragraph.</i></p> <ul style="list-style-type: none"><i>a. There is a large variety of working dogs.</i><i>b. There are two kinds of dogs.</i><i>c. Dogs are man's best friend.</i><i>d. Dogs make great pets.</i> <p><i>Read the ____ about _____. Which sentence makes the BEST concluding statement?</i></p> | <p><i>The newspaper article informs the community about the new playground equipment purchased by the parent association. Choose the sentence that needs to be removed.</i></p> <p><i>Organize the statements into a paragraph to support the introductory paragraph.</i></p> <p><i>Replace the highlighted transitional words with appropriate transitional phrases.</i></p> <p><i>Which type of writing would work best for an assignment on _____?</i></p> <p><i>A student wants to convince his parents to quit drinking soda for health reasons. What genre of writing should the student use?</i></p> <ul style="list-style-type: none"><i>a. Persuasive</i><i>b. Informational</i><i>c. Narrative</i><i>d. Nonfiction</i> <p><i>What is the best way for ____ to communicate a message about ____?</i></p> <p><i>Choose the best concluding paragraph to complete the text.</i></p> <p><i>A student is writing an essay on _____ for</i></p> |

Grade 5 English Language Arts

Read the conclusion about _____. Select the BEST choice for the final sentence.

Choose the best introductory paragraph for the opinion text.

Sample Stems

The highlighted facts in the text came from _____. Choose the two correct ways to reference the source.

Choose the BEST transition to connect the opinion and reason.

Which 2 details would add more support to the main idea? Choose from sentences below. (5 options)

- _____. Choose the best organizational structure for the essay.
- a) problem/solution
 - b) compare/contrast
 - c) chronological
 - d) cause/effect
- A student is writing a(n) _____ essay. Choose the BEST introductory paragraph for the writing
- Read the letter. Choose the best audience for the letter.
- The class was instructed to write the _____ about _____. Choose the best genre of writing for the assignment.
- Choose the BEST topic sentence for the paragraph.
- A student is writing an informative/explanatory essay on _____ for _____. Choose the BEST organizational format for the essay.

Grade 5 English Language Arts

| Writing | | 5.W.1.C.b |
|---|--|---|
| 1 C MLS b | <p>Apply a writing process to develop a text for audience and purpose. Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance to: edit for language conventions</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will edit for language conventions in drafts for a text appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Refer to the Language standards.</p> | | <p><u>Sample Stems</u></p> <p>Correct the grammatical errors in the paragraph.</p> <p>Correct the punctuation errors in the paragraph.</p> |

Grade 5 English Language Arts

| Writing | | 5.W.1.D.a | |
|--|--|---|--|
| 1 D MLS a | Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: use technology, including the Internet, to produce and publish writing | | |
| | <u>Expectation Unwrapped</u> With assistance from adults/peers: The student will use technology, including the Internet, to produce writing for a text appropriate for audience and purpose. The student will use technology, including the Internet, to publish writing for a text appropriate for audience and purpose. | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Instructional Implication: Produce/Publish expectations apply to all genres of writing. | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.1.D.b |
|---|---|---|
| 1 D MLS b | <p>Apply a writing process to develop a text for audience and purpose.</p> <p>Produce/Publish and Share Writing</p> <p>With assistance from adults/peers:</p> <p>demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>With assistance from adults/peers:</p> <p>The student will demonstrate sufficient command of keyboarding skills for a text appropriate for audience and purpose.</p> <p>The student will type a minimum of two pages, ideally in a single sitting, for a text appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Performance Event</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> <p>Instructional Implication: Producing/Publishing expectations apply to all genres of writing.</p> <p>Instructional Implication: Keyboarding should be discussed at a school or district level so the progression of keyboarding skills (K–5) is not overlooked or assumed solely as a classroom teacher’s responsibility; Are keyboarding skills included in other content area expectations? (e.g., standards for library, social studies)</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.a | |
|---|---|---|--|
| 2 A MLS a | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer’s purpose | | |
| | <u>Expectation Unwrapped</u> The student will introduce a topic, using an introductory paragraph that clearly supports the writer’s purpose, in an opinion text appropriate for audience and purpose. | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> <i>This standard can be assessed using the state and/or district scoring guide.</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.b |
|---|--|--|
| 2 A MLS b | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will state an opinion or establish a position for a text appropriate for audience and purpose.</p> <p>The student will provide relevant reasons for the opinion or position, supported by multiple facts and details, for a text appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Tet Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>The topic should be grade-level appropriate.</p> <p>The student should be presented factual stimulus material that provides background information on the topic.</p> <p>Example from MLS document: Write an opinion essay to convince your parents whether they should vote for your school to buy vending machines for the school lunchroom. Use relevant evidence and reasons to support your opinion.</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i></p> <p>https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</p> | | <p><u>Sample Stems</u></p> <p><i>After reading articles about drinking soda, write an opinion essay to your best friend to convince him/her to quit drinking soda. Use relevant evidence and reasons to support your opinion.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.c |
|--|--|---|
| 2 A MLS c | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>use specific and accurate words that are related to the topic, audience, and purpose</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use specific and accurate words that are related to the topic in an opinion text.</p> <p>The student will use specific and accurate words that are related to the audience in an opinion text.</p> <p>The student will use specific and accurate words that are related to the purpose in an opinion text.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>The writing prompt should state the topic, audience, and purpose.</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</p> | | <p><u>Sample Stems</u></p> <p><i>After reading the two different views on recess research, write an opinion essay to the principal convincing them whether or not a middle school students should be allowed a 30-minute recess each day. Use relevant evidence and reasons to support your opinion.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.d |
|---|---|---|
| 2 A MLS d | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>contain information using student's original language except when using direct quotation from a source</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use original language when writing opinion texts appropriate for audience and purpose.</p> <p>The student will use direct quotes from a source in opinion writing for audience and purpose when his/her own language is not sufficient.</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Apply the skills of referencing sources taught in other genres.</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i></p> <p>https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</p> | | <p><u>Sample Stems</u></p> <p>Read the articles on cursive handwriting. Write an opinion text on cursive writing. Be sure to think about your audience and purpose. Use information from the articles to support your opinion.</p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.e |
|---|--|---|
| 2 A MLS e | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: reference the name of the author(s) or name of the source used for details or facts included in the text | |
| <u>Expectation Unwrapped</u> The student will reference the name(s) of the author(s) or name of the source used for details or facts included in the text appropriate for audience and purpose. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Reference options: The author said . . . School uniforms prevent bullying (Jones). In source number 2 . . . The assumption here is for in-text citations. <i>This standard can be assessed using the state and/or district scoring guide.</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf | | <u>Sample Stems</u> Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward,” create a plan and write an opinion essay. People have different ideas about giving and receiving an allowance. Some experts and parents believe it is a good idea, while others do not. Think about the two passages. Then write an essay that gives your opinion about which argument about allowances is better supported by facts. Be sure to use information from the passages in your piece. |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.f | |
|--|---|--------------------------------------|--|
| 2 A MLS f | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: use transitions to connect opinion and reason | | |
| | <u>Expectation Unwrapped</u> The student will use transitions to connect opinion and reason in a text appropriate for audience and purpose. | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Writing Prompt | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Transitions: e.g., consequently, specifically, therefore, for this reason <i>This standard can be assessed using the state and/or district scoring guide.</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.2.A.g |
|---|---|--|
| 2 A MLS g | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will organize the supporting details/reasons into an introductory paragraph in opinion texts appropriate for audience and purpose.</p> <p>The student will organize the supporting details/reasons into supporting paragraphs in opinion texts appropriate for audience and purpose.</p> <p>The student will organize the supporting details/reasons into a concluding paragraph in opinion texts appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</p> | | <p><u>Sample Stems</u></p> <p><i>After reading about the use of circus animals in the circus, write an essay to circus owners convincing them to no longer use animals in their shows. Use relevant evidence and reasons to support your opinion.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.a |
|--|--|--|
| 2 B MLS a | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>introduce a topic using a topic sentence in an introductory paragraph</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will introduce a topic, using a topic sentence, in an introductory paragraph of an informative/explanatory text appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p><i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.b |
|--|--|--|
| 2 B MLS b | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations | |
| <u>Expectation Unwrapped</u> The student will develop the topic into supporting paragraphs from sources in informative/explanatory texts appropriate for audience and purpose. The student will use topic sentences with facts, details, examples, and quotations in informative/explanatory texts appropriate for audience and purpose. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Sources: e.g., speakers, books, newspapers, digital media Example from MLS document: Use notes from print and digital sources to create a research project/report (e.g., causes and effects of the Civil War). <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf | | <u>Sample Stems</u> Dogs and cats are popular pets for children. Read the passages on pets for children. Think about the information in the reading passages. Write an informational/explanatory essay on why dogs and cats make good pets for children. Be sure to include information from the reading passages in your essay. |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.c |
|---|--|--|
| 2 B MLS c | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>use an organizational format that suits the topic</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use an organizational format that suits the topic in informative/explanatory texts appropriate for audience and purpose.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Organizational format: e.g., order of importance, time and space, cause and effect, compare and contrast</p> <p><i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</p> <p><i>*See the grade 4 2018-19 practice tests for passages to support this writing prompt.</i></p> | | <p><u>Sample Stems</u></p> <p><i>Clothing plays an important role in people's daily lives at work, at school, in the outdoors and at other places. Consider how certain articles of clothing are best for places and situations.</i></p> <p><i>Write an informative/explanatory essay for your teacher that explains how different types of clothing can help people's daily lives. Be sure to include details and examples from both passages. *</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.d |
|---|---|--|
| 2 B MLS d | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use specific, relevant, and accurate words that are suited to the topic in informative/explanatory texts.</p> <p>The student will use specific, relevant, and accurate words that are suited to the audience in informative/explanatory texts.</p> <p>The student will use specific, relevant, and accurate words that are suited to the purpose in informative/explanatory texts.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p><i>This standard can be assessed using the state and/or district scoring guide https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</i></p> | | <p><u>Sample Stems</u></p> <p><i>After reading about careers, you have learned that adults have jobs. Think of the perfect job for you as an adult. What are some of the reasons this would be a perfect job for you? Write an essay to explain your perfect job. Use information from the passages in your essay.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.e |
|--|--|--|
| 2 B MLS e | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>contain information using student’s original language except when using direct quotations from a source</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use original language when writing informational texts appropriate for audience and purpose.</p> <p>The student will use direct quotes from a source in informational writing for audience and purpose when his/her own language is not sufficient.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Apply the skills of referencing sources taught in other genres.</p> <p><i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</p> | | <p><u>Sample Stems</u></p> <p><i>The Earth is an important place. You have read two different passages about taking care of the Earth.</i></p> <p><i>Write an informative/explanatory essay on ways to take care of the Earth. Use information from both sources.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.f | |
|---|---|--|--|
| 2 B MLS f | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use transition words to connect ideas within and across categories of information | | |
| | <u>Expectation Unwrapped</u> The student will use transition words to connect ideas within and across categories of information in informative/explanatory texts appropriate for audience and purpose. | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Writing Prompt | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Transitions: e.g., consequently, specifically, therefore, for this reason <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.g |
|--|---|---|
| 2 B MLS g | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use text structures when useful | |
| <u>Expectation Unwrapped</u> The student will use text structures when useful in informative/explanatory texts appropriate for audience and purpose. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Instructional Implication: <i>text structures</i> means “text features” (e.g., headings and bold type). <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Writing | | 5.W.2.B.h | |
|---|--|--|--|
| 2 B MLS h | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: create a concluding paragraph related to the information | | |
| | <u>Expectation Unwrapped</u> The student will create a concluding paragraph related to the information in informative/explanatory texts appropriate for audience and purpose. | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Writing Prompt | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> This standard can be assessed using the state and/or district scoring guide https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.2.C.a |
|--|--|--|
| 2 C MLS a | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that:</p> <p>establish a setting and situation/topic and introduce a narrator and/or characters</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Nonfiction narratives and poems: e.g. scripts, fables, song, memoir, science fiction, limerick, haiku, epitaph</p> <p><i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</p> | | <p>The Conservation Club is creating a website that will feature fictional stories about camping in Missouri state parks. For your story, imagine that you are camping in a state park. In your story, tell about your experience camping in a tent. Parents, teachers, and other students in your school will read your story. When writing your story, find ways to use details from the resources provided to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description when needed.</p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.C.b |
|---|--|---|
| 2 C MLS b | <p>Compose well-developed writing texts for audience and purpose. Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that:</p> <p>use narrative techniques, such as dialogue, motivation, and descriptions</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use the narrative technique of dialogue for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will use the narrative technique of motivation for audience and purpose in fiction or nonfiction narratives and poems.</p> <p>The student will use the narrative technique of description for audience and purpose in fiction or nonfiction narratives and poems.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Writing Prompt</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Motivation: e.g., thoughts, feelings</p> <p><i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</p> | | <p><u>Sample Stems</u></p> <p><i>You have read a blog about (name of park, event, place, etc.). Think about going on a trip to (name of park, event, place, etc.) Write a narrative essay for your teachers describing your visit there. Describe things you might see or do. Use details from the passage to help you write your story.</i></p> |

Grade 5 English Language Arts

| Writing | | 5.W.2.C.c |
|---|--|---|
| 2 C MLS c | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: organize an event sequence that unfolds naturally to establish a beginning/middle/end | |
| <u>Expectation Unwrapped</u> The student will organize an event sequence that unfolds naturally for audience and purpose in fiction or nonfiction narratives and poems. The student will establish a beginning for audience and purpose in fiction or nonfiction narratives and poems. The student will establish a middle for audience and purpose in fiction or nonfiction narratives and poems. The student will establish an end for audience and purpose in fiction or nonfiction narratives and poems. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf | | <u>Sample Stems</u> Henry James once said, “Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind.” Write a narrative about a time you were kind to another person. How did your kindness help the other person? How did he/she respond? Use information from the passage in your essay. |

Grade 5 English Language Arts

| Writing | | 5.W.2.C.d | |
|--|--|---------------------|--|
| 2 C MLS d | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use a variety of transitions to manage the sequence of events | | |
| | <u>Expectation Unwrapped</u> The student will use a variety of transitions to manage the sequence of events for audience and purpose in fiction or nonfiction narratives and poems. | | <u>DOK Ceiling</u> 3 |
| | | | <u>Item Format</u> Writing Prompt |
| | | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Transitions: e.g., however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier <i>This standard can be assessed using the state and/or district scoring guide</i> <i>https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</i> | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.2.C.e |
|---|---|--|
| 2 C MLS e | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose | |
| <u>Expectation Unwrapped</u> The student will use specific, relevant, and accurate words that are suited to the topic in fiction or nonfiction narratives and poems. The student will use specific, relevant, and accurate words that are suited to the audience in fiction or nonfiction narratives and poems. The student will use specific, relevant, and accurate words that are suited to the purpose in fiction or nonfiction narratives and poems. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Suitable words: e.g., figurative language, sensory details, domain-specific words <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf | | <u>Sample Stems</u> <i>Read the passage about a student who is thinking of joining a school club. What happens next? Use the passage to help you write a narrative essay about what happens next in the story.</i> |

Grade 5 English Language Arts

| \Writing | | 5.W.3.A.a | |
|--|--|---|--|
| 3 A MLS a | Gather, analyze, evaluate, and use information from a variety of sources. Research Process | | |
| | Apply research process to: | | |
| | generate a list of subject-appropriate topics | | |
| | | | |
| <u>Expectation Unwrapped</u> The student will generate a list of subject-appropriate topics to research in preparation to gather, analyze, evaluate, and use information from a variety of sources. | | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Subject-appropriate topics: e.g., students brainstorm topics about women in history, the human body, or natural disasters | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.b |
|--|---|--|
| 3 A MLS b | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: formulate and refine an open-ended research question | |
| <u>Expectation Unwrapped</u> The student will formulate an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources. The student will refine an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> A student is writing a research paper on the benefits of a healthy lifestyle. The student started with the question, “Why should people eat healthy foods?” Choose the best way to refine the research question. a. What are healthy choices? b. How does living a healthy lifestyle change a person’s quality of life? c. Should a person exercise daily? d. What are some healthy recipes? |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.c |
|---|---|--|
| 3 A MLS c | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: follow guidelines for collecting and recording information | |
| <u>Expectation Unwrapped</u> The student will follow guidelines for collecting information from a variety of sources to analyze, evaluate, and use in the research process. The student will follow guidelines for recording information from a variety of sources to analyze, evaluate, and use in the research process. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Instructional Implication: “Guidelines” could include the types of sources used and the methods of recording information from those sources (e.g., use Cornell notes or a graphic organizer to record information from a website, or use a recording sheet to collect information from an interview). Collecting information (e.g., note-taking, outlines, organizers) | | <u>Sample Stems</u> A student is writing a research paper on _____. Help the student sort the notes into Topic A and Topic B. A student is writing a research paper on frogs. Help the student sort the notes into the appropriate group. Group 1 is notes on habitat and Group 2 is on diet. |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.d |
|--|--|--|
| 3 A MLS d | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: select relevant resources, literary and informational | |
| <u>Expectation Unwrapped</u> The student will select relevant literary resources for research from which to gather, analyze, evaluate, and use information. The student will select relevant informational resources for research from which to gather, analyze, evaluate, and use information. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> A student is writing a research report on _____. Which is the BEST resource to use for researching the topic? Choose the best resource to gather more information on _____. |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.e |
|---|--|---|
| 3 A MLS e | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: assess relevance, accuracy, and reliability of information in print and digital sources | |
| <u>Expectation Unwrapped</u> The student will assess the relevance, accuracy, and reliability of information in print sources as part of the research process. The student will assess the relevance, accuracy, and reliability of information in digital sources as part of the research process. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Instructional Implication: “Reliability” is the added element from grade 4 to grade 5. Sources: e.g., author, organization, data publication, publisher, title of journal | | <u>Sample Stems</u> Which two sources would most likely have reliable information for an essay about _____? |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.f |
|---|--|--|
| 3 A MLS f | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: convert graphic/visual data into written notes | |
| <u>Expectation Unwrapped</u> The student will convert graphic/visual data into written notes to analyze, evaluate, and use as part of the research process. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Graphic/visual data: e.g., charts, diagrams, timelines | | <u>Sample Stems</u> According to the graph, which of the following statements are accurate notes for a student to put in an essay about _____? |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.g | |
|--|--|---|--|
| 3 A MLS g | Gather, analyze, evaluate, and use information from a variety of sources. | | |
| | Research Process | | |
| | Apply research process to: | | |
| | differentiate between paraphrasing and plagiarism when using ideas of others | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> | |
| The student will differentiate between paraphrasing and plagiarism when using ideas of others as part of the research process. | | 2 | |
| | | <u>Item Format</u> | |
| | | Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| | | A student copied the following statements about _____ from a variety of resources. | |
| | | After reading the statements, the student wrote a paragraph with the information. Highlight the two sentences that are plagiarized. | |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.h | |
|--|--|---|--|
| 3 A MLS h | Gather, analyze, evaluate, and use information from a variety of sources. | | |
| | Research Process | | |
| | Apply research process to: | | |
| | present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 | |
| The student will present how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. | | <u>Item Format</u> Performance Event | |
| The student will evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. | | | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Locally assessed | | | |

Grade 5 English Language Arts

| Writing | | 5.W.3.A.i | |
|---|--|--|--|
| 3 A MLS i | Gather, analyze, evaluate, and use information from a variety of sources. | | |
| | Research Process | | |
| | Apply research process to: | | |
| | record bibliographic information from sources according to a standard format | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 | |
| The student will record bibliographic information from a variety of sources according to a standard format as part of the research process. | | <u>Item Format</u> <i>See Item Format in Introduction for item choices.</i> | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Locally assessed Format: e.g., author, title, publisher, publication year | | | |

Grade 5 English Language Arts

| Language | | 5.L.1.A.a |
|---|---|--|
| 1 | Communicate using conventions of English language. | |
| A | Grammar | |
| MLS | In speech and written form, apply standard English grammar to: | |
| a | explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will explain the eight parts of speech in speech and written form:</p> <ul style="list-style-type: none"> • noun • pronoun • verb • adjective • adverb • preposition • conjunction • interjection <p>The student will use the eight parts of speech in speech and written form according to English language conventions:</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> | | <p><u>Sample Stems</u></p> <p>Choose the best adjective to complete the sentence.</p> <p>Jon told his classmates a _____ joke, and they laughed aloud.</p> <p>a. humorous b. ludicrous c. witty d. comic</p> <p><i>Where is the best place to add the adverb (or other part of speech) in the sentence?</i></p> <p><i>How is the word _____ used in the sentence? (Answers are parts of speech)</i></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.A.b |
|---|--|---|
| 1 A MLS b | <p>Communicate using conventions of English language.</p> <p>Grammar</p> <p>In speech and written form, apply standard English grammar to:</p> <p>use relative pronouns and relative adverbs</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use relative pronouns in speech and written form according to English language conventions.</p> <p>The student will use relative adverbs in speech and written form according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Relative pronouns: e.g., who, which, that</p> <p>Relative adverbs: e.g., where, when, why</p> | | <p><u>Sample Stems</u></p> <p>Choose the correct word to complete the sentence. This is the library in ____ I come to use the internet every evening.</p> <p><i>Replace the underlined noun with the correct pronoun.</i></p> <p><i>Read the paragraph. Which sentence contains a pronoun error?</i></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.A.c |
|---|---|--|
| 1 A MLS c | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use pronouns consistently across a text | |
| <u>Expectation Unwrapped</u> The student will use pronouns consistently across a text in speech and written form according to English language conventions. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Pronoun use: e.g., pronoun/antecedent agreement | | <u>Sample Stems</u> Choose the correct pronouns to complete the paragraph. Amy went to the store. ____ bought a bunch of groceries for ____ family to eat. While at the store ____ saw her two best friends. ____ went home with Amy. a. he, his, he, them b. she, her, she, they c. her, her, she, them d. she, his, her, they |

Grade 5 English Language Arts

| Language | | 5.L.1.A.d | |
|--|--|---|--|
| 1 A MLS d | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use and correct verb tenses | | |
| | <u>Expectation Unwrapped</u> The student will use and correct verb tenses according to English language conventions. | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Choose the correct future tense verb to complete the sentence in the passage. | |

Grade 5 English Language Arts

| Language | | 5.L.1.A.e |
|--|--|---|
| 1 A MLS e | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: produce a variety of complex sentences in writing | |
| <u>Expectation Unwrapped</u> The student will produce a variety of complex sentences <i>in writing</i> according to English language conventions. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Sentence varieties: e.g., interrogative, exclamatory, declarative, imperative This standard should be assessed through writing. | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.a | |
|---|--|---|--|
| 1 B MLS a | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: write legibly | | |
| | <u>Expectation Unwrapped</u> The student will write legibly. | <u>DOK Ceiling</u> 1 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Language | | 5.L.1.B.b |
|---|---|---|
| 1 B MLS b | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use a comma before a coordinating conjunction when writing compound sentences</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use a comma before a coordinating conjunction when writing compound sentences according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> | | <p><u>Sample Stems</u></p> <p>Choose the correct way to combine the two simple sentences.</p> <p>The students finished their work. The students went to lunch.</p> <ol style="list-style-type: none"> The students finished their work, and went to lunch. The students finished their work and, went to lunch. The students finished their work and went to lunch. The students finished their work and Then went to lunch. |

Grade 5 English Language Arts

| Language | | 5.L.1.B.c |
|--|--|--|
| 1 B MLS c | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use a comma to separate an introductory clause in a complex sentence</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use a comma to separate an introductory clause in a complex sentence according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Introductory clause: e.g., When I am thirsty, I go get a drink.</p> | | <p><u>Sample Stems</u></p> <p><i>Use the dropdown (or add the punctuation mark) to select the correct way to punctuate the compound sentence.</i></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.d |
|--|--|--|
| 1 B MLS d | <p>Communicate using conventions of English language. Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use a comma to set off the words <i>yes</i> and <i>no</i></p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use a comma to set off the words <i>yes</i> and <i>no</i> according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p><i>Given a passage, students should be able to select the correct placement of commas (or other forms of punctuation).</i></p> | | <p><u>Sample Stems</u></p> <p><i>Which revision is needed to correct the error in the passage?</i></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.e |
|---|---|--|
| 1 B MLS e | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use italics when keyboarding titles of books, magazines, and newspapers</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use italics when keyboarding titles of books, magazines, and newspapers according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Teach this standard in conjunction with 5.L.1.B.f.</p> | | <p><u>Sample Stems</u></p> <p>A student is keyboarding (typing) an essay to submit online. Choose the magazine title that is typed correctly.</p> <ul style="list-style-type: none"> a. <u>Time</u> b. Newsweek c. "Reader's Digest" d. <i>Sports Illustrated</i> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.f |
|--|---|--|
| 1 B MLS f | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use underlining when writing titles of books, magazines, and newspapers</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use underlining when writing titles of books, magazines, and newspapers according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Instructional Implication: Teach this standard in conjunction with 5.L.1.B.e.</p> <p><i>Provide a passage where students must select/correct punctuation errors 3-5 different times throughout the passage.</i></p> | | <p><u>Sample Stems</u></p> <p>A student is handwriting an essay. Choose the correct way to write the title.</p> <ul style="list-style-type: none"> a. <u>The BFG</u> b. Roll of Thunder, Hear My Cry c. <u>Charlie and the Chocolate Factory</u> d. "The True Story of the Three Little Pigs" |

Grade 5 English Language Arts

| Language | | 5.L.1.B.g |
|--|---|---|
| 1 B MLS g | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use quotation marks when writing titles of stories, songs, poems, articles</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will use quotation marks when writing titles of stories, songs, poems, and articles according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p><i>Provide a passage where students must select/correct punctuation errors 3-5 different times throughout the passage.</i></p> | | <p><u>Sample Stems</u></p> <p><i>Place the quotation marks in the correct spots throughout the paragraph.</i></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.h |
|---|--|---|
| 1 B MLS h | <p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>use apostrophes in singular nouns to show possession</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will write apostrophes in singular nouns to show possession according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Singular nouns: e.g., one book's cover, a peanut's shell Instructional Implication: Teach this standard in conjunction with 5.L.1.B.i.</p> <p><i>Provide a passage where students must select/correct punctuation errors 3-5 different times throughout the passage.</i></p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.i |
|--|---|---|
| 1 B MLS i | <p>Communicate using conventions of English language. Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>write apostrophes in regular plural nouns to show possession</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will write apostrophes in regular plural nouns to show possession according to English language conventions.</p> | | <p><u>DOK Ceiling</u></p> <p>1</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Plural nouns: e;g;, two dogs' toys</p> <p>Instructional Implication: Teach this standard in conjunction with 5.L.1.B.h.</p> <p><i>Provide a passage where students must select/correct punctuation errors 3-5 different times throughout the passage.</i></p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Language | | 5.L.1.B.j |
|--|---|---|
| 1 B MLS j | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context | |
| <u>Expectation Unwrapped</u> The student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read unfamiliar multi-syllabic words in context. The student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to spell unfamiliar multi-syllabic words in context. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.1.A.a | |
|---|--|---|--|
| 1 A MLS a | Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: following agreed upon rules for listening and fulfilling discussion rules independently | | |
| | <u>Expectation Unwrapped</u> The student will follow agreed upon rules for listening for a purpose in formal and informal settings. The student will fulfill agreed upon rules for discussion for a purpose in formal and informal settings. | <u>DOK Ceiling</u> 1 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.1.A.b |
|---|---|--|
| 1 A MLS b | Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will pose specific questions to clarify or follow up on information in formal and informal settings. | | <u>Item Format</u> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i> |
| The student will respond to specific questions to clarify or follow up on information in formal and informal settings. | | |
| The student will make comments that will contribute to the discussion to link to the remarks of others in formal and informal settings. | | |
| | | <u>Text Types</u> Audio clips: e.g., nonfiction, fables, poetry |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Which question could listeners ask to help them understand about____? After listening to the audio clip, what is the best question to start the discussion about ____? What would be the best question to ask to further the conversation about____? Carrie said____about____. Which question would be the best question to connect to Carrie’s statement? Choose two questions that would stay on topic and are appropriate to task. |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.1.A.c |
|--|--|--|
| 1 A MLS c | Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations | |
| <u>Expectation Unwrapped</u> The student will, according to classroom expectations, follow multi-step instructions from others in collaborative groups in formal and informal settings. The student will, according to classroom expectations, restate multi-step instructions from others in collaborative groups in formal and informal settings. The student will, according to classroom expectations, give multi-step instructions to others in collaborative groups in formal and informal settings. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.1.A.d |
|--|---|--|
| 1 A MLS d | <p>Listen for a purpose. Purpose</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: listening for speaker's message and summarizing main points based on evidence</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will listen for a speaker's message in formal and informal settings.</p> <p>The student will summarize the main points from a speaker's message based on evidence in formal and informal settings.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> | | <p><u>Sample Stems</u></p> <ul style="list-style-type: none"> After listening to the presentation on (insert topic), choose the (two) main points made by the speaker. Which two options would be appropriate choices for a new title for the presentation? According to the presentation, what would be the BEST statement for why _____? |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.2.A.a | |
|--|---|---|--|
| 2 | Listen for entertainment. | | |
| A | Entertainment | | |
| MLS | Develop and apply effective listening skills and strategies in formal and informal settings | | |
| a | by: evaluating and modifying own active listening skills | | |
| <u>Expectation Unwrapped</u> The student will evaluate his/her own active listening skills for entertainment in formal and informal settings. The student will modify his/her own active listening skills for entertainment in formal and informal settings. | | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Listening strategy: e.g., SLANT (sit up, lean in, ask questions, nod, track the speaker) | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.3.A.a | |
|---|---|---|--|
| 3 A MLS a | Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: summarizing points made by others before presenting own ideas, according to classroom expectations | | |
| | <u>Expectation Unwrapped</u> The student will, according to classroom expectations, summarize points made by others before presenting his/her own ideas individually or with a group by speaking clearly and to the point and using conventions of language. | <u>DOK Ceiling</u> 2 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.3.A.b |
|--|---|--|
| 3 A MLS b | <p>Speak effectively in collaborative discussions.</p> <p>Collaborative Discussions</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: providing and evaluating evidence to support opinion</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will provide evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.</p> <p>The student will evaluate evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p><u>Item Format</u></p> <p>Performance Event</p> |
| | | <p><u>Text Types</u></p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <p><u>Sample Stems</u></p> |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.4.A.a | |
|---|--|---|--|
| 4 | Speak effectively when presenting. | | |
| A | Presenting | | |
| MLS | Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group | | |
| a | by: using efficient presentation skills with available resources using a variety of media | | |
| <u>Expectation Unwrapped</u> The student will use efficient presentation skills including a variety of media when presenting individually or with a group by speaking clearly, audibly, and to the point and using conventions of language. | | <u>DOK Ceiling</u> 3 | |
| | | <u>Item Format</u> Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Media with an auditory component: e.g., oral presentations, live discussion, performances, video, audio recordings Instructional Implication: Employ media techniques as needed or available. | | <u>Sample Stems</u> | |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.4.A.b | |
|--|--|---------------------|--|
| 4 A MLS b | Speak effectively when presenting. Presenting | | |
| | Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group | | |
| | by: planning an appropriate presentation based on audience | | |
| | | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> | |
| The student will plan an appropriate presentation based on audience in preparation to speak effectively. | | 3 | |
| | | <u>Item Format</u> | |
| | | Performance Event | |
| | | <u>Text Types</u> | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> | |
| Appropriate presentation: e.g., length, tone, topic, media | | | |

Grade 5 English Language Arts

| Speaking/Listening | | 5.SL.4.A.c | |
|---|--|---------------------|---|
| 4 A MLS c | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint | | |
| | <u>Expectation Unwrapped</u> The student will employ appropriate pacing to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language. The student will employ appropriate vocabulary to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language. The student will employ appropriate gestures to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language. | | <u>DOK Ceiling</u> 3 |
| | | | <u>Item Format</u> Performance Event |
| | | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> | |